

Course Outline

COURSE: CRCJ 1000D
Introduction to Criminology & Criminal Justice

TERM: Winter 2018

PREREQUISITES:

CLASS: Day & Time: Fridays 14:35 – 17:25
Room: Please check Carleton Central for location

INSTRUCTOR: Dr. Madalena Santos
(CONTRACT)

CONTACT: Office: TBA
Office Hrs: TBA
Telephone: NA
Email: madalena.santos@cmail.carleton.ca*Note: Emails will normally be answered within 48 hours of receipt by me.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc/) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

COURSE DESCRIPTION

Crime is one of the most contentious social issues in the world today. Public debates, political campaigns, media reports, and family discussions circulate around questions of crime rates, the nature of punishment, and the role of police, residents, courts, communities, victims, etc. But what exactly is a crime? Who decides on categories of crime, the enforcement of criminal laws, the rules of a courtroom, prison policies, or correctional programs targeting those convicted of crimes? How can theoretical perspectives help explain crime and criminal justice? How do social issues become criminalized and how have societies – Canada in particular – approached fundamental questions of innocence, guilt, punishment, and justice? Questions about the intersection of crime and society, such as these, are at the heart of contemporary criminological debates. This class will serve as an introduction to the key topics in criminology; exploring intellectual histories of criminological thought, from its emergence as a particular disciplinary undertaking, to its application across a spectrum of social issues in Canada.

During the course, students will explore key aspects of the emergence of criminology as an academic discipline, numerous theories around crime and criminality, and several key issues related to contemporary criminal justice. We will learn various ways to define and conceptualize “crimes,” the basic structures of Canada’s criminal justice system, theories of punishment, studies of policing and police work, the centrality of crime statistics to our social understanding of criminality, as well as discussing a number of diverse frameworks associated with criminological research. Overall, students in the course should be prepared for a detailed introduction to the field of criminology and a willingness to constructively engage with numerous issues related to Canada’s criminal justice system.

OBJECTIVES

The objective of the class is to familiarize students with the basic tenets of the criminal justice system and criminological thought, while demonstrating an ability to apply this knowledge to contemporary issues. By the end of the course, students should be comfortable discussing and writing about an array of issues/concepts related to crime and criminal justice.

LEARNING OUTCOMES

- ~ Demonstrate a general understanding of organizations and mechanisms of the criminal justice system in Canada;
- ~ Acquire knowledge concerning the historical evolution of criminological thought;
- ~ Become familiar with the various theories, frameworks, schools, paradigms, etc., for understanding crime and society;
- ~ Understand criminalization processes;
- ~ Obtain a general knowledge of themes related to the penal regime;
- ~ Be comfortable discussing a number of contemporary criminological issues; and
- ~ Show an ability to critically analyze issues of crime and society from an academically-informed position.

REQUIRED TEXTS

- ~ *Understanding Crime in Canada: An Introduction to Criminology*. Edited by Neil Boyd. Available at Octopus Books (Third Avenue, just off Bank St., Ottawa).
- ~ Additional course readings will be made available through the course’s cuLearn web site. For a full list see the reading schedule provided below.

OTHER REQUIREMENTS

There will be several guest lectures throughout the term. Key points relayed in these lectures will appear on your mid-term and/or final examination. It is your responsibility to attend the lectures to obtain the information that you will be tested on.

EVALUATION

All components must be completed in order to get a passing grade

A- Assignment #1: Review and Critical Reflection (10%)

DUE: Class 5. One page, single spaced. Submit in class or submit through the criminology drop-box by 4 pm (5th floor Loeb). Please include student name, number, course code, and instructor's name (Madalena Santos).

Assignment #1 is a review and critical reflection on two of the required readings for Week 5:

- a) Howard Morton's chapter entitled "Investigative detentions and street checks" and
- b) the new Ontario regulations on police carding, known as "Regulation 58: Collection of Identifying information in certain circumstances".

Your task is to *read both readings and write a short critical reflection* on the discussion presented within the readings surrounding police use of "carding" practices.

Your critical reflection should address:

What key legal issues are raised by Morton about the practices of street checks (aka carding)? How do the new Ontario regulations address these criticisms?

Do you think the regulations are satisfactory?

Do you believe that Mr. Morton would believe the regulations are satisfactory?

Requirements and approaches for the assignment will be discussed in class during lectures 2, 3, and 4.

Late submissions will be penalized one percentage point per day to a maximum of four. Late assignments can be submitted until the beginning of class on **Class 6**.

B – Mid-term Examination (40%)

Class 7. Based on the content of all lectures and readings from lectures 1 to 6, including guest lectures if applicable. Closed-book format. The exam will include true/false, multiple choice questions, and short-answers questions.

C – Final Examination (50%)

Scheduled during final exam period. Closed-book format based on the content of all course materials: lectures and mandatory readings. The exam will include true/false, multiple choice questions, and short-answers questions.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Statement on Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Intellectual Property

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

SCHEDULE

Please note that occasionally the seminar schedule may vary slightly from the course outline

January 12: Class 1***Introduction and overview to CRCJ 1000:***

Review of course objectives and important timelines; Introductory remarks on crime, criminals, and criminology.

January 19: Class 2**What is a crime? What is criminology? Criminological Emergence**

Crime as an object of study; Criminalization processes; Origins of criminology; definitions of crime; deviance.

Required readings:

Rafter, Nicole (2011). "Origins of Criminology" in *What is criminology?* Mary Bosworth and Carolyn Holye (eds). Oxford ; New York : Oxford University Press, pp 143-154.

Boyd, Neil (2015). "Chapter 1: What is Criminology" in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 7-24.

January 26: Class 3

Media and Crime/ Introduction to the Criminal Justice System

Media Influence; Media effects and active audience; 'Problem frames'; Moral panics; Construction of social identities, the CSI effect; Emergence of criminal law and criminal justice system; functions of criminal law; development of law in Canada; prosecutorial processes and criminal defences; the Charter of Rights and Freedoms

Required readings:

Steeves, Valerie and Trevor Scott Milford (2015). "Chapter 2: The Media Shaping our Understanding of Crime" in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 27-46.

Jones, Craig (2015). "Chapter 3: Criminal Law in Canada" in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 51-68.

February 2: Class 4

Crime Statistics and Victimology

Statistics and governance; Perspectives on measuring crime; Official crime data; Critiques; Victimization and Self-Report Surveys; Victimology

Required readings:

Morden, Hilary Kim and Ted Palys (2015). "Chapter 4: Measuring Crime" in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 73-94.

Scott, Hannah (2015). "Chapter 5: Victims of Crime" in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 97-116.

Juristat (2016). Police-reported crime statistics in Canada, 2015. Online:
<http://www.statcan.gc.ca/pub/85-002-x/2016001/article/14642-eng.pdf>

February 9: Class 5

Introduction to Policing Studies

History of policing in Canada; NWMP; Quebec Police Force; Newfoundland Constabulary; anglo-American policing tradition; Police work; police discretion; Police as knowledge works; recent debates re: carding.

*******Assignment #1 due*******

Required readings:

Forcese, Dennis (1999). "Origins and Comparisons" in *Policing Canadian Society*, pp. 11-39.

Morton, Howard (2015). “Investigative Detention and Street Checks” in *Putting the State on Trial: The Policing of Protest during the G20 Summit*, Margaret E. Beare, Nathalie Des Rosiers, Abigail C. Dushman (eds), Chapter 8, pp. 168-195.

Ontario Regulation 58/16: Collection of Identifying Information in Certain Circumstances – Prohibition and Duties, Online: <https://www.ontario.ca/laws/regulation/160058>

February 16: Class 6

Punishment, Penology, and the Prison

The right to punish; rationalities of punishment and rehabilitation; deterrence theories; sociologies of punishment; trends in mass incarceration; history of the prison; penal populism; panopticism.

Required readings:

Newburn, Tim (2007). Chapter 22. “Penology and Punishment” in *Criminology*. Cullompton: Willan Publishing, pp. 516-538.

Auditor General of Canada (2014). “Expanding the Capacity of Penitentiaries - Correctional Service Canada,” in *Report of the Auditor General of Canada* (Spring 2014) Chapter 4, Online: http://www.oag-bvg.gc.ca/internet/English/parl_oag_201405_04_e_39335.html

Stanford Prison Experiment. Please read entire slideshow: <http://www.prisonexp.org/>

Midterm review

*******Winter Reading Week: February 19-23*******

March 2: Class 7

Mid-term exam

March 9: Class 8

Introduction to Crime Theories and Biological Theories of Crime

Classical School; Positivist School; Conflict theory (Marxism); Consensus theory; Italian School; Phrenology; twin and family studies; Eugenics theories; brain injuries; biocriminology and genetics; the “warrior gene”

Required readings:

Cartwright, Barry and Jon Heidt and Neil Boyd (2015). “Chapter 6: Theories of Crime: A brief introduction” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 119-144.

Anderson, Gail (2015). “Chapter 7: Biological Approaches” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 145-166.

March 16: Class 9

Psychological and Crime Choice Theories

Psychological positivism; psychoanalysis; personality theories; psychopathy; learning theories; moral development; life-course criminology; rational actor theories; crime ‘scripts’; Routine Activity Theory; opportunity theory; Crime prevention policies

Required readings:

Heidt, Jon (2015). “Chapter 8: Psychological Approaches” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 169-190.

Farrell, Graham and Tarah Hodgkinson (2015). “Chapter 11: Crime Choice Theory” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 243-268.

March 23: Class 10

Sociological theories of crime

Development of sociological criminology; Durkheim: anomie and strain theories; Control theory; The Chicago School; broken windows theory; Differential association; Subcultural theories; Labelling theory and stigmatization.

Required readings:

Cartwright, Barry (2015). “Chapter 12: Sociological Approaches” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 271-300.

March 30: Statutory holiday

No class

April 6: Class 11

Critical Criminology, Feminism, and Micro Theories of Crime

Critical criminology; Marxism and neo-marxism; Feminism; critical race theory; white collar crime; moral panics; abolitionism; state crime; green criminology.

Required readings:

Huey, Laura (2015). “Chapter 9: Understanding Critical Criminology” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 193-214.

Kramer, Kirsten (2011). “Chapter 7: Feminist Contributions to Criminology,” in *Criminology: Critical Canadian Perspectives*, pp. 117-143.

Excerpts from O’Brien and Majid Yar (2008). *Criminology: Key Concepts*. New York: Routledge. “Green Criminology,” Pp.86-89; “state crime”, pp-pp; “white collar crime,” pp. 29-32; “Moral panic,” Pp. 110-11; and Tierney, John (2009). “Abolitionism,” in *Key Perspectives in Criminology*. New York: Open University Press, pp. 1-5.

April 11: Class 12

Indigenous Peoples and Criminal (in)Justice System

Required readings:

Sinclair, Raven (2016). The Indigenous child removal system in Canada: An examination of legal-decision-making and racial bias. *First Peoples Child & Family Review: An Interdisciplinary Journal*, 11(2): 8-18.

Office of the Correctional Investigator (2012). *Spirit Matters: Aboriginal People and The Corrections and Conditional Release Act*. Available online:

<http://www.oci-bec.gc.ca/cnt/rpt/oth-aut/oth-aut20121022-eng.aspx>

**** mandatory to read the Executive Summary, recommended to read the whole report.

Exam Review